

English in the Culture of Buenos Aires

An Honors Thesis (HONR 499)

by

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Abstract

As English increases its presence internationally, there is an increased amount of language-contact between Spanish and English that has spread across South America. The spread of English and its influence on Spanish depends heavily on the attitudes that Spanish speakers hold towards the culture that English represents, usually British or United States culture. Argentina has a number of borrowings and other English influences through language and culture. Strong European influence and English contact in the capital, Buenos Aires, has caused a significant impact in their culture as a whole. This study serves to analyze the attitudes of Argentine students from the Universidad de Belgrano in Buenos Aires in how English has affected their culture as well as express the attitudes of these students towards the English language and United States culture.

Acknowledgements

Thank you, Dr. Brandon Rogers, my thesis advisor who lead me through the process of writing and completing this honors thesis, and Dr. Alejandro Parini who guided me through the development and research of this project.

Process Analysis Essay

I knew before I went abroad to Argentina in the spring of my junior year that I wanted to do a research project related to the Argentine dialect and culture. What I was not so sure on, was what I wanted to research in specific. Linguistics fascinated me, and I've been extremely curious about the sheísmo common in the Rioplatense dialect where any of the "y" sounds become "sh" sounds. I originally wanted to do research on the voicing and devoicing of this sound because of a previous study done that shows the devoicing of this sound with newer generations.

Unfortunately, this was too overzealous for the time and resources I had while I was in Buenos Aires, so I had to take a new route. Instead I decided, with the help of my advisor abroad, Dr. Parini, that it would be best to survey Argentine students on how English affects their culture. English is widely present in Buenos Aires and can be found in stores, menus, and in the everyday talk of the people who live there. The fact that English has an influence there was obvious, but the way that Argentine's noticed or felt about the presence of English in their culture was what interested me. Thus, my project was born.

Designing the interview question was fairly difficult and now that I have seen some of the results from my survey, I wish I could go back and improve them. My initial plan for the interview questions was to use them to actually interview people face-to-face. After doing about two interviews, I realized that this was not only time consuming and nerve racking, but also incredibly difficult to quantify and review for the study itself. I quickly abandoned that idea and instead designed a survey that could be distributed and filled out online. The problem with that, however, was being sure that I could design and organize questions that would provoke the type of answers I wanted. Outside of a personal interview, I lose the ability to control how my respondents understand and interpret the questions. I also lose their reactions to questions, which

can hold some valuable insight to their opinions. Although I was able to get some really interesting and valuable information from my survey, I wish I could go back to clarify, specify, rephrase, and generally improve all of my questions. I would have also added a lot more questions about American culture to see if there was a connection between how participants viewed the English language based on their opinions about the United States.

While I was in Argentina I focused solely on collecting data. I decided to wait to write any of my thesis until I was back in the US under the watchful eye of my honors thesis advisor, Dr. Rogers. Writing the thesis, I think, was much easier than designing and giving the survey. It is, however, when I started to see some of the places where I lacked detailed information. The discussion of my data was difficult because I didn't have any significant data that could allow me to generalize my results. The qualitative results I collected were very interesting to read and discuss because they held the personal and detailed opinions of my respondents. This caused me to focus mainly on those open-ended response questions, because so many of the answers were unique or even contradictory at times to some of the other answers given to other questions in the survey.

Data analysis is tricky. I didn't understand this when I first sat down to review my data. I thought that it was simple, take all the graphs and charts that Qualtrics makes and talk about them. For anyone who hasn't done any in depth research before, I think that is a fair assumption. For those who have, this is obviously not the case. I found out that, in order to have a really solid discussion section, I needed to compare the responses to questions to other responses. I had to see who answered how based on what their age, experience, or even just by how they answered another question. In other words, I had to look at my data and evaluate it, not just let a computer run some percentages. What a concept! Although this was time consuming, it was rewarding, because I got to search for patterns within my data that I wouldn't have seen otherwise. I ran

regression tests, and although none of them turned out to be significant, I tended to find patterns where I wasn't expecting them.

I think the most rewarding part of this process was being able to evaluate my own work critically while understanding that a good honors thesis is a completed one. I am a bit disappointed in my results per fault of my survey design, but being able to recognize that and seeing how I would structure it differently and improve upon it is more important than it being perfect. About half-way through writing, I realized that this was a thesis, not a dissertation or a study meant to be published in a linguistic journal. This was my work to prove that I had done something and used what I've learned in my field to complete it to the best of my undergraduate ability. I learn best by doing and making mistakes, and I think this project was an excellent learning experience for me because of that. And even though I made mistakes, I still have a completed thesis with some interesting and valid information that could go on to encourage more projects like this in my field.

1. Introduction

While there is a wealth of research on the effect that English has on world languages, there is much less research on the attitudes formed as a result of these influences. Argentina is one of many countries with a notable amount of contact between the dialect of Spanish spoken there and English, but little has been done to better understand the attitudes that Argentines have formed with the increased presence of English in their native language. The current study analyzes the attitudes that native Argentinian college students from the University of Belgrano have regarding the English language and how it affects their culture. The focus of this study is represented by the following research questions:

1. Will respondents with more experience with English (higher level of proficiency and/or years studied) result in a more positive view of how English affects the culture in Buenos Aires?
2. Will respondents be able to produce more traditional Spanish vocabulary for items that are commonly used in English such as online vs. en linea?
3. How are Argentine students most commonly subjected to the English language?
4. What are university students' views on how knowing English will affect their futures?
5. Is there a positive correlation between what Argentine students think of English based on their opinion of United States culture?
6. Do Argentine students have a negative, positive, or neutral view of the borrowings from English that are used in Argentine Spanish regularly?
7. How do Argentine students see English affecting their culture if at all?

2. Literary Analysis

2.1 Contradictions in the Field of Contact Linguistics

It is important to understand what contact linguistics is and the different ways languages and cultures have been shown to interact with each other. The general concept of language contact has never been clearly defined, and thus exists as a field with different, and sometimes contradicting, defined terms. Often, the term “contact linguistics” serves to categorize a plethora of different phenomena including bilingualism, code switching, creole linguistics, historical linguistics, second language acquisition, borrowing and convergence, and language obsolescence or attrition, among others (Winford 2007). Thomason states that “in the simplest definition, language contact is the use of more than one language in the same place at the same time”. However, contact can also occur through written text and, of course, online interaction where humans are not literally in the same place at the same time but are still subject to the same effects (Thomason 2001). The term “code-switching” alone has a variety of definitions and classifications associated with it. This causes a problem in the field because it confuses how language contact phenomena is analyzed and accounted for. Additionally, for those who do attempt to define, specify, and categorize the elements of contact linguistics, there is a significant amount of variation that is generalized and obscured (2001).

One area that is not clearly defined, for example, is that concerning the difference between code-switching and borrowing. According to Pfaff, the main difference between the two is based on the speaker’s competence in the other language. This means that borrowing may be used by a speaker who is monolingual, whereas code switching implies that the speaker has at least some competency in the other language (1979). In her study, Toribio explains that code switching is a rule-governed process used by bilinguals “to alternate between their linguistic codes in the same conversational event” (2001). According to Haugen, borrowing is defined as “attempted

reproduction in one language of patterns previously found in another” (1950), but there is not singular definition that has been widely agreed upon by linguists.

For the sake of this project, the current investigation will use definitions in accordance with those of Sarah Thomason and Terrence Kaufman in their book *Language Contact, Creolization, and Genetic Linguistics* (1988). In this book, both authors take into account a multitude of definitions supported by well-known linguists to develop their own concise definitions. Because this study focuses heavily on terminology surrounding that of “borrowing” this term will be defined as “the incorporation of foreign elements into the speaker's’ native language” (Thomason Kaufman 1988).

2.2 Different influences in different languages

As English becomes more common and stronger in its worldwide influence, its influence is spreading through contact with other languages. What is important to note about this phenomenon is that language does not exist nor can it survive on its own. As Xue & Zuo state, “Language is the core of culture” and because language and culture cannot be separated, wherever there is linguistic influence by English, there is also a degree of cultural influence. English plays a dominating role in international communication and it is estimated that half of the world’s population will be able to speak English proficiently by the year 2050 (Xue & Zuo 2013). Knowing English can be a notable advantage for those who wish to be able to communicate with others on an international level. But, with that freedom to communicate comes influence from another culture that could engender repercussions leading to significant changes or even the loss of the native cultures and languages from non-English speaking countries.

2.3 Influences of English in Spanish

English and Spanish have a long history of linguistic contact, but the interaction between languages has grown significantly by means of the internet and the increased popularity of social media. Although this is not considered a traditional language contact situation, it is still possible and logical to analyze these interactions and borrowings with the same terminology and theories as traditional language contact. According to Lattore, English introduces new terms and meanings every day into Spanish (1991). In Panama, for example, English can be found in commercial relations and marketing, cultural relations with the US, scientific and technical literature, sports, and through various modes of communication that allow for the diffusion of foreign words (1991). Friedrich (2000) argues that “positive attitudes have been indicated as one of the aspects, if not one of the determiners of the spread of English throughout the world” (1950). When languages such as Spanish and English come in contact with each other, language borrowing is a good indicator that a country or group of speakers has a positive attitude towards the language that they are borrowing from. Most often, borrowed items are introduced by a native speaker of that language and used by a non-native speaker as a preference or convenience. These borrowings may then become temporary or permanent additions to the L1 if it becomes frequently used by other speakers (Thomason 2001). This explains many of the common borrowings from English that are used in Spanish. The internet has influenced these borrowings at an increased rate over the past few years and added words such as *internet*, *online*, *web*, *click* directly from English. In other instances, Spanish speakers have essentially adopted the words into their own language by adding morphemes from Spanish: *googlear*, *hackeado*, etc. (Morin, n.d.).

2.4 General Spanish attitudes

In the Spanish-speaking world, English is often regarded as a professional language; one that can be used to increase one's career, educational, or social success. In Mexico, for example, English is directly related with the United States, and although there are many positive attitudes towards learning English due to exposure to television, internet, and social media in English, there is still a mixture of positive and negative associations with the US (British Council 2015). International media, music, television, and film are easily accessible by the middle class and while those individuals use English to interact with those medias, they don't have a need to use English in their daily lives off screen. The younger generation is more divided on their attitudes towards English. Those who embrace English feel that it gives them a closer connection to popular culture and opportunities that may become available to them. Others, however, feel as though it is imposing in the sense that English proficiency is the only way to access prestigious opportunities (2015).

In other countries, such as Chile, however, the situation is quite different. English has a much lower profile in Chile that most likely limits Chilean interest in studying or using English. High income families with access to private schools are more likely to have a higher interest and positive attitude towards English than in public schools because of the lack of training, time, and resources put into English classes for the public (British Council 2015). Some students, within these poor learning environments, are likely to develop negative feelings towards English. Despite this, the need for English is very strong in Chile, as international businesses are looking for new hires with English skills. Additionally, according to the survey done by the British Council, over 50% of respondents would be willing to learn English if it meant they could have increased chances of traveling abroad (2015).

The British Council has also done extensive studies on the policy, perception and influencing factors surrounding English in Ecuador, Colombia, and Peru. These countries, like Chile, are also behind in terms of programming affordable English instruction to match the high demand for English in the workplace. In Peru, the government has set a goal of bilingualism for the year 2021 in English and Spanish (British Council 2015). Meanwhile, the goal set by Colombia to have an English-proficient population by 2019 appears unattainable due to the lack of English stability in business or family culture (2015). Despite this, the interest in English in Colombia is strong, and highly valued in the workplace even if the language is not necessary for the job (2015). Finally, Ecuador has strong support and public sentiment for the promotion of English learning, especially among indigenous groups (2015).

2.5 Cultural Influences and English Presence in Argentina

English has been present in Argentina since the early nineteenth century, when British merchants sold manufactured goods in the region (Neilson 2003). British influence continued to grow at the turn of the twentieth century when English companies began to invest more in farmland. In 1890, Britain had already taken on a crucial role in the city's finances through ownership of four banks--London Bank, British Bank of South America, Anglo-Argentine Bank and English Bank--in the capital. The meat industry, which is still very prevalent today, was considered an English-speaking business that the US eventually took over (2003). While the US did gain a strong economic influence over Argentina in the 1900s, the American population failed to grow as prominently as that of the UK. Because of this, Argentina has maintained its deep roots in European culture. Considered to be the "Paris of Latin America" these European influences are clear and contrast highly with Argentina's South American neighbors. Eighty-five percent of Argentines are of European origin (2003) with a significant number of those identifying as

having Italian origin. Furthermore, the United Kingdom continues to play a large role in Argentine history that has influenced the spread of English throughout the country.

2.6 English as a World Language

According to Kachru's classification of English as a World Language, the English language is broken up into three circles. The first circle, or inner circle, refers to traditional English or the English that is spoken natively in countries such as the US, New Zealand, Canada, the UK, Ireland, and Australia. The following circle, the outer or extended circle, includes Englishes that are present outside of natively speaking countries but have a prevalent and important role as a second language. Finally, the expanding circle includes the nations that view and recognize English as an International language, but only contextualize English as a foreign language and do not use it as part of their daily communicational needs (White 1997). Although Argentina is currently considered to be part of the expanding circle, it is reasonable to suggest that Argentina could be moving towards the Outer circle of English due the degree in which English is present in both educational and business Argentina is one of many countries in South America that use and teach English as a second or foreign language and students are exposed to English for approximately 686 contact hours by the time they complete high school, giving them a high level of English proficiency (Nielsen 2003).

2.7 English Attitudes in Argentina

English is considered a prestigious language in Argentina and there is little fear of English or any other foreign language taking over or threatening the Argentine language or culture (Nielsen 2003). Neilson states that "Although English is neither a national language nor an official language in Argentina, it is definitely the most important foreign language in the country"

(2003). According to an article published by the British Council in 2015, employers in Argentina are making English a requirement for prospective employees even if English is not necessary for the job. In fact, over 70% of jobs ask for these English skills and that English is essential for managerial staff. In a study conducted on the views of learning English, 34% of English learners and 38% of non-learners believed that English was a skill they needed for greater employability (2015). This leaves those without English skills with a very limited amount of work opportunities despite their literacy or capabilities in Spanish. Parents are also demanding that there be more opportunities for English education to the point where they want to see governmental policies made to regulate the teaching of English in public schools (2015).

For this reason, and because English has become a commercial and international language, there are numerous borrowings from English that have been incorporated into the everyday use of Argentine Spanish. Examples of this include *el shopping* in place of *centro comercial*, *el ticket* in place of *el recibo* or, in some cases, *el boleto*, and *los shorts* in place of *pantalones cortos*.

Technology especially has encouraged this influence and Nielsen agrees that Argentines are given more exposure to English everyday through cable television and the internet (2003).

English can be found throughout the city of Buenos Aires in store windows, street signs, and cafés. Movies and TV programs that are originally done in English are not dubbed as they are in Spain, but subtitled, and the majority of songs on the Top 40 playlist are the same Top 40 from the United States. English has a considerable influence on the Federal Capital of Argentina and with it, an influx of American cultural influences.

Despite the apparent prevalence of English, Patricia Friedrich claims that “while data on the various aspects of English in South America are scarce, it is even more difficult to find investigations from a sociolinguistic perspective”. Thus, there is a need for more research to be

done with regarding attitudes towards English in South America in general (2003). The current study seeks to fill this gap in the literature and research involving English presence in Buenos Aires by surveying and analyzing how Argentine students see English affecting their culture and language.

3. Methodology

3.1 Participants

Participants were all native Argentine students from the Universidad de Belgrano. Each student was invited to take a survey online either in-person or through electronic media including email and WhatsApp. This population was chosen for both practicality and interest. As a study abroad student, it would be inconceivable to attempt to sample from such a broad group as the entire city. Therefore, by focusing the sample to students at a specific university, it was easier to generalize due to the smaller population. Also, it was important that the subjects were residents of Argentina, if not the capital, to ensure that respondents were familiar with and contributors to the culture in Buenos Aires and not just short-term observers.

I chose to do a survey because I wanted to be able to draw data from at least fifty participants in a short amount of time. Also, I wanted a mixture of qualitative and quantitative data which is why I tried to include an area for more open-ended responses proceeding more quantitative questions.

The survey was administered online via a link that was sent through email, text, or airdrop to those who were invited in person to participate in the survey. Participants did not have to speak or know any English and the survey was written entirely in Spanish. This survey was created through Qualtrics Survey Software. Participants were asked a variety of questions regarding their

personal experience with English as well as their thoughts on how it affects their culture. A complete list of these questions and their translations can be found in the appendix.

The following chart shows the amount of years spent studying English, the respondents' personal evaluation of their English proficiency (1 representing basic comprehension and 10 representing fluency) as well as the gender and age range of each participant.

Figure 1: Participant Background and English Experience

	Years Studied	Personal Evaluation	Gender	Age
1	5+	6	F	24-27
2	5+	10	F	18-20
3	5+	10	M	27-30
4	5+	10	F	18-20
5	5+	10	F	18-20
6	0-1	1	M	18-20
7	5+	10	F	18-20
8	2-4	6	F	24-27
9	2-4	6	F	27-30
10	5+	9	F	18-20
11	5+	10	F	18-20
12	5+	10	F	18-20
13	5+	10	F	21-23
14	5+	10	F	21-23
15	5+	10	F	31+
16	5+	10	F	31+
17	2-4	5	F	21-23
18	5+	8	F	31+
19	5+	7	F	18-20
20	2-4	7	M	27-30
21	5+	4	F	18-20
22	5+	8	M	18-20
23	5+	10	M	18-20
24	5+	10	F	21-23
25	5+	10	F	18-20
26	5+	8	M	18-20
27	5+	10	F	21-23
28	5+	10	F	18-20
29	2-4	8	M	18-20
30	5+	10	M	18-20
31	5+	8	M	18-20
32	5+	8	F	18-20
33	2-4	4	F	18-20
34	5+	10	F	18-20
35	5+	8	F	18-20
36	5+	10	F	18-20
37	5+	10	F	18-20
38	5+	7	M	21-23
39	5+	9	M	24-27
40	5+	9	F	18-20
41	5+	10	F	18-20
42	5+	7	F	24-27
43	5+	10	F	10-20
44	5+	8	F	24-27
45	5+	10	F	24-27
46	0-1	2	F	21-23
47	5+	10	F	18-20
48	5+	10	F	21-23
49	5+	9	F	18-20

4. Results

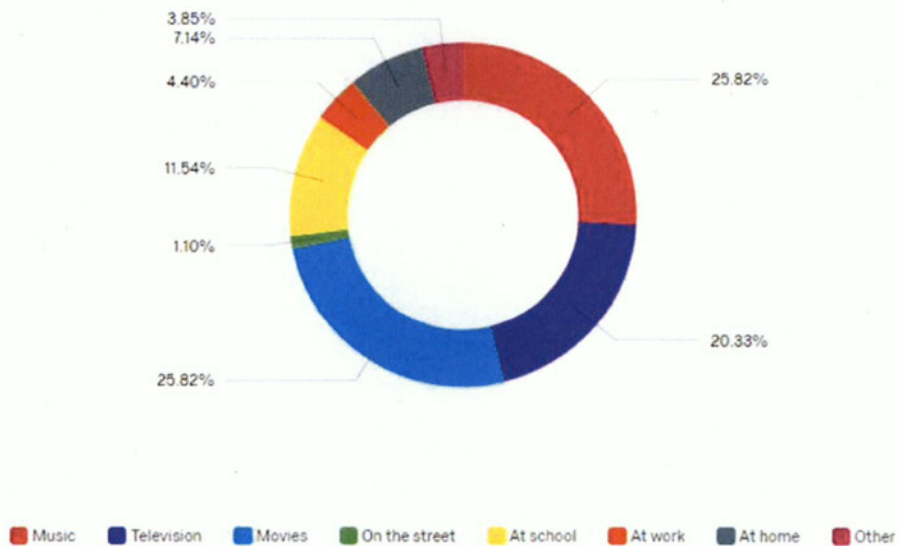
The following is a selection of the questions and results taken from the survey. Only two questions and their responses were not included because they did not pose significant or

interesting results that connected with the overall theme of this project. The following questions are the best representations of how Argentine students view English presence in their culture as well as how they utilize it.

4.1 English Presence

Q1: Respondents were asked where or when they come into contact with the English language and were asked to select all that applied from the following list: Music, Television, Movies, In the street, At school, At work, At home, Other.

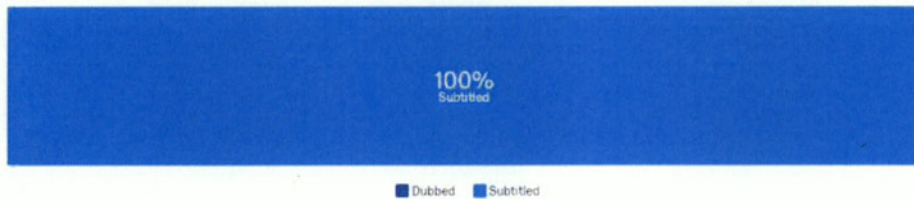
Graphic 1: *¿Dónde o cuándo tenés contacto con el idioma inglés en su vida diaria? Selecciona todos que te apliquen.*



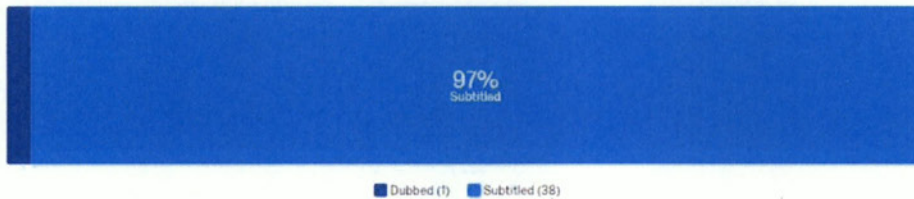
Q5 and Q6: When asked if respondents preferred for their television shows that were originally produced in a foreign language, such as English, to be dubbed into Spanish or subtitled in

Spanish all but one respondent preferred that they be subtitled. One hundred percent of respondents said that they prefer movies to be subtitled, and 97% (all but one respondent) said that they preferred for TV shows to be subtitled as well.

Graphic 5: *What do you prefer: foreign movies dubbed or with subtitles?*

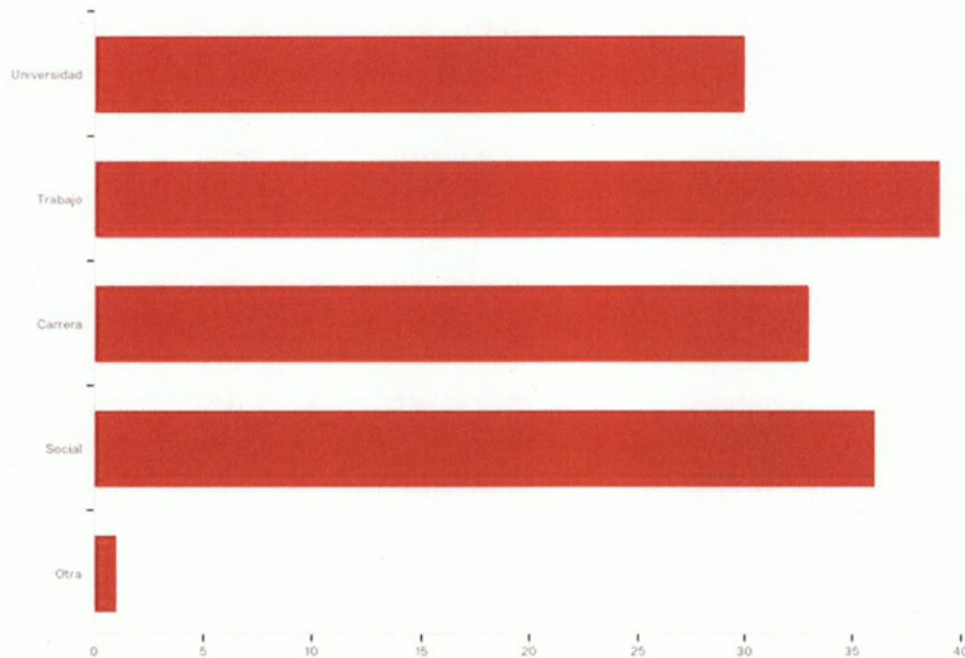


Graphic 6: *What do you prefer: foreign TV shows dubbed or with subtitles?*



Q4: When asked “In what aspects of your life do you think the knowledge of English can help you or cause you to be more successful?” thirty respondents answered “university,” thirty-eight “work,” thirty-two “career,” thirty-five “social,” and one selected “other.” This was out of thirty-nine who answered the question, and each respondent was allowed to select all answers that applied to them.

Graphic 4 *¿En cuales aspectos de tu vida crees que el saber de inglés puede ayudarte o tener más éxito? Selecciona todos que te apliquen.*



[Translation from top to bottom: University, Work, Career, Social, Other]

Q9: In order to determine whether or not respondents would prefer to use an English word instead of its Spanish equivalent in daily phrases, they were asked to choose which of two phrases they preferred to use, one with the Spanish word and the other with the English word that is commonly used in Buenos Aires. The first row represents the language that the target word is from. The target words are in bold and each phrase which is followed by the percentage of respondents that preferred to use that phrase.

Graphic 9 *¿Cuáles de las frases que siguen preferís decir?*

Sp	Estoy buscando información por la Red	13.51%
Eng	Estoy buscando información por el Internet	86.49%
Sp	Mi amiga estaba en línea hace un minuto. ¿Por qué no me respondió?	70.27%
Eng	Mi amiga estaba online hace un minuto. ¿Por qué no me respondió?	29.73%
Eng	La cajera me dio el ticket .	81.08%
Sp	La cajera me dio el recibo .	18.92%
Eng	Mi mejor amiga tiene una carrera en marketing .	97.30%
Sp	Mi mejor amiga tiene una carrera en mercadotecnia .	2.70%
Eng	Fui al shopping ayer para comprar algo	97.30%
Sp	Fui al centro comercial ayer para comprar algo	2.70%

Q8: Participants were asked if they could think of a Spanish equivalent for the following words.

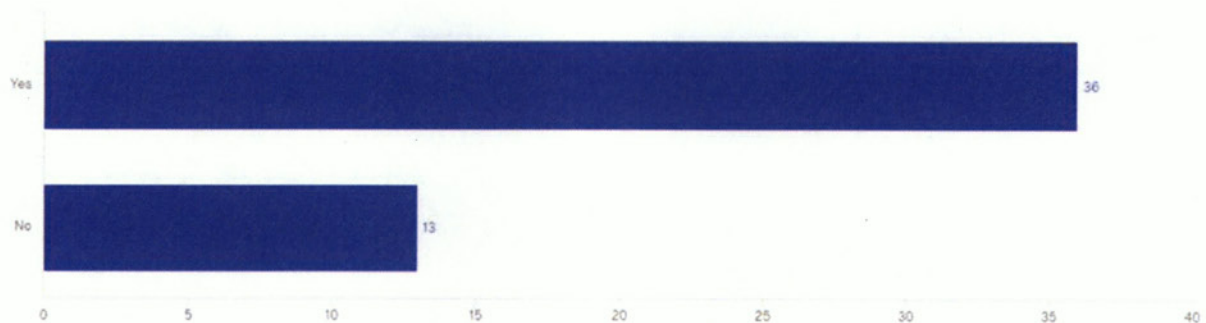
All responses that were either left blank, said “no” or “no sé (I don’t know)”, or had another English word as a response were counted. Below, the reader can see the word and the number of respondents, out of 37, who either could or could not think of another Spanish word for the following words that originated from English.

Graphic 8: *¿Podés pensar en otra palabra en español para las siguientes palabras?*

	Delivery	Latte	Internet	Online	El ticket	Shorts	El Marketing
Could not	8	3	18	1	5	3	12
Could	29	34	19	36	31	34	25

4.2 Attitudes Towards English in Spanish

Q2: When asked, “Do you think that the English language has an influence or impact on the culture of Buenos Aires?” 73% said “Yes” and 27% answered “No”, as shown by Graphic 1.

Graphic 2: *¿Crees que la lengua ingles tiene una influencia o impacto en la cultura de Buenos Aires?*

Qualitatively, when asked to further explain their answer to the above question respondents tended to answer in the following ways:

1. *Cada vez se ve más cómo se usa el inglés: en publicidades, en programas de televisión, en las redes sociales... siempre hay alguna palabra o algún término en inglés, desde un hashtag hasta unos híbridos del estilo del Spanglish, especialmente en Twitter. Además, me atrevería a decir que el 70% de las personas en Buenos Aires saben inglés y tratan de usarlo con extranjeros.* The influence of English is more apparent every day : in publications, in television programs, in social media...there is always a word or term in English, from a hashtag to some hybrids in the style of Spanglish, especially in Twitter. Also, I would dare to say that 70% of the people in Buenos Aires know English and try to use it with foreigners.
2. *Creo que tiene un impacto a nivel cultural ya que hoy día muchas de las formas que utilizamos para expresarnos provienen de esta lengua.* I think that it [English] has an impact at a cultural level that today, many of the forms we use to express ourselves originate from this language [English].
3. *Es un tema de influencia. Quienes no saben ingles quedan excluidos de montones de posibilidades, tanto laborales, como sociales.* It's a matter of influence. Those who do not know English are excluded from many possibilities both professionally and socially.
4. *Creo que actualmente con el internet y la globalización, el inglés tiene mucha influencia en nuestra cultura, ya que siempre estamos expuestos a este idioma ya sea en internet, con las películas, las series de la televisión, hasta estamos expuestos a la cultura estadounidense con cadenas que están adquiriendo mucha importancia acá como Starbucks. Creo que muchos jóvenes usan muchas expresiones que provienen del inglés. Esto ocurre por medio de las redes sociales y las nuevas tecnologías.* I think that in

reality with the internet and globalization, English has a lot of influence in our culture, we are already exposed to this language whether it be online, with movies, television series, until we are exposed to US culture with chains that are acquiring a lot of importance here like Starbucks. I think that many young people use many expression from English. This occurs through means of social media and new technologies.

5. *Considero que muchas de las expresiones que usamos en la actualidad son palabras inglesas que nosotros "argentinizamos", como "googlear", "whatsappearear", "downloadear", entre otras tantas más. En lo personal, yo utilizo varias frases del idioma inglés cuando hablo informalmente con mis amigas.* I consider that many of the expressions that we use are actually english words that we have made argentine, such as “googlear”, “whatsappearear”, “downloadear”, among so many others. Personally, I use various phrases from English when I speak informally with my friends.

Q3: Participants were asked, “In general, what do you think of the linguistic borrowings from English in Spanish?”

Although I had to exclude some responses due to the lack of understanding of the term “linguistic borrowing” I was able to collect some valid extended responses from those who were familiar with the terminology. Following this question, participants were asked “When there is a new word in English that describes a new concept, do you think that it should be translated into Spanish or that the English word should be used?” and in order to compare the responses from Q3 and Q7, I constructed Table 2 in the Appendix. The following are responses to Q3 and it is paired with the answer that that same participant answered for Q7 (shown in brackets).

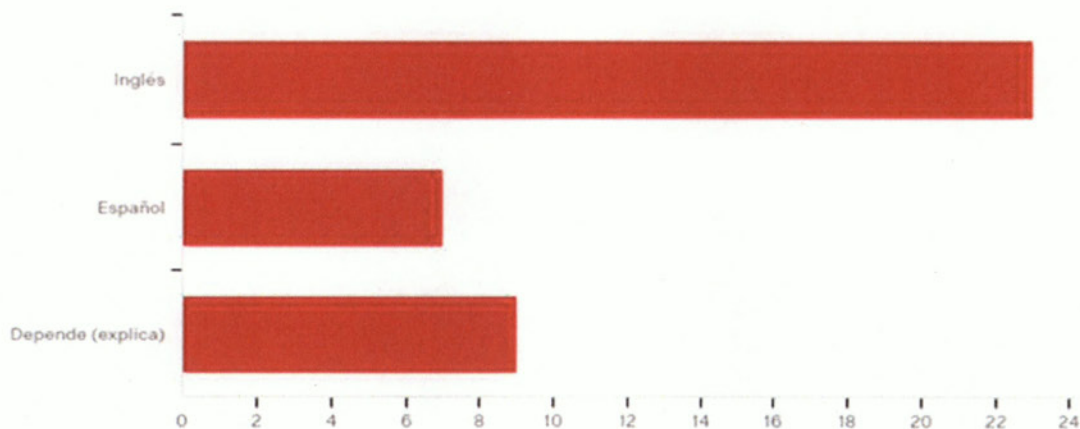
1. [English] *Me parece bien y necesario porque muchas veces lo que queremos decir no tiene una traducción al español, tal como sucede con la palabra "googlear". Si bien podríamos usar la palabra "buscar", creo que no significaría exactamente lo mismo.*
They appear to be good and necessary because many times what we want to say doesn't have a translation in Spanish, as what has happened with the word "googlear". If we used the word "buscar" (to search) I don't think it would have the same meaning.
2. [Spanish] *Algunos se utilizan para cubrir un "vacío" de un concepto en inglés que en español no se puede expresar, pero muchas veces se abusa innecesariamente de los préstamos y se termina hablando en un "espanglish" que no respeta ninguna lengua.*
Some use them to fill a void of a concept in English that cannot be expressed in Spanish, but a lot of the time it is abused unnecessarily and people end up speaking in Spanglish that does not respect either language.
3. [English] *No tengo nada que objetar, no me parecen ni malos ni buenos, en mi caso simplemente los uso y punto.* I don't have any reason to object, they don't appear to be good or bad, in my case I simply use them and that's it.
4. [Spanish] *El español es un idioma muchísimo más rico en cantidad de vocablos que el inglés, no es por falta de terminología específica que se adopten palabras de este último.*
Spanish is a language that is much more rich in the amount of vocab than English, this isn't for lack of specific terminology that words are adopted from English.
5. [English] *Los préstamos lingüísticos en realidad no son necesarios cuando existe la palabra en español. Por ejemplo, usamos hashtag antes que "numeral", que es la palabra en español. Sin embargo, hashtag está más difundido. Si la palabra en inglés no*

tiene equivalente en español, ahí, personalmente, lo aceptaría. De todas maneras, yo utilizo préstamos todo el tiempo. Linguistic borrowings aren't really necessary when the word exists in Spanish. For example, we use hashtag instead of "numeral" which is the word in Spanish. However, hashtag is more widespread. If the word in English doesn't have a Spanish equivalent, here, personally, I would accept it. Overall, I use borrowings all the time.

6. [English] *Empobrecen la lengua castellana.* They [English borrowings] impoverish the Spanish language.

Q7: Respondents were asked if there should be a translation into Spanish for words that are formed in English to describe a new concept and 58.97% answered "English," 17.85% answered "Spanish," and 23.08% answered "It Depends."

Graphic 7: *¿Cuándo hay una palabra nueva en inglés que describe un concepto nuevo, piensas que se debería traducir en español o se debería usar la palabra en inglés?*



[Translation from top to bottom: English, Spanish, Depends (explain)]

Those who selected "Depends" were asked to further explain their reasoning:

1. *Si el "creador" del concepto y palabra nueva habla inglés, y es muy específico, el término debería ser dejado en inglés. Por ejemplo "mansplaining" no hay una palabra en español equivalente que podría ser traducida a, ya que es un juego de palabras característico de la lengua inglesa. El término "selfie" por ejemplo, aunque con poco éxito, pudo ser traducido a "auto-foto"* If the “creator” of the concept and new word speaks English, and it’s very specific, the term should be left in English. For example “mansplaining” there is no Spanish equivalent that could be translated and it’s already a play on words characterized by the English language. The term “selfie” for example, even though with little success, was translated to “auto-foto”.
2. *A veces sirve la traducción pero otras veces la traducción hace que se pierda el sentido y por ende la semántica de lo que se quiere entender. Hay cosas que solo significan algo en el idioma original.* Sometimes the translation fits but other times the translation causes it to lose the meaning as a result of the semantics of what they are trying to communicate. There are things that only make sense in the original language.
3. *Lo ideal es que haya una opción en español. A veces la velocidad con que se comercializa un producto, o que se comenta una idea hace que se use el término en inglés, pero debería haber un momento para traducirlo. No todos los habitantes hablan o pronuncian inglés.* It is ideal to have an option in Spanish. Sometimes the speed at which a product is commercialized, or or an idea is communicated, results in the corresponding English term being used in the usage of the corresponding English term but there should be a moment to translate it. Not everyone speaks or knows how to pronounce words in English.

4.3 Attitudes Towards Culture

Q10: For the question “Do you think that Argentina should celebrate holidays such as Halloween, Valentine’s Day, and Saint Patrick’s Day despite the fact that they do not pertain to Argentine culture?” participants were asked to respond with a short answer. These answers were then separated into three different categories: yes, no, and neutral. The categorization of these responses, if not clearly stated, were made based on the overall theme of the response. In total there were 20 who answered “Yes”, 8 who said “No”, and 6 who were identified as having a “Neutral” opinion. Examples of the responses are listed below. The complete collection of responses can be found in the Appendix in Table 3.

1. [Yes] *Sí, porque nuestra cultura tiene mucha influencia extranjera. Por ejemplo, en todos los programas para niños se celebran entonces el niño no entendería porque acá no.* Yes, because our culture has a lot of foreign influence. For example, in all of the [television] programs for children they celebrate those holidays so the child wouldn’t understand why they aren’t celebrated here.
2. [Yes] *Creo que si se deben para la gente que lo desee hacer, nos cambiarte en un mundo más cosmopolita y con mayor conocimiento, que siempre es bueno.* I think that that they should for the people that wish to, and we have transformed into a more cosmopolitan world, and the most well known, which is always good.
3. [No] *Fuck no. Acá en Argentina se quiere festejar estas fiestas por una cuestión comercial (igual que en Estados Unidos). Ni en Estados Unidos reconocen los valores culturales reales de estas fiestas y solo las utilizan para vender, lo cual forma parte de la gran cultura estadounidense, agresivamente consumista. Yo no quiero eso en Argentina.*

Fuck no. Here in Argentina they want to celebrate holidays for commercial reasons (as does the US). The US doesn't know the real cultural values of these holidays either and only utilizes them to sell things, that forms a big part of US culture, aggressive consumerism. I don't want this in Argentina [...]

4. [No] *No. Tenemos nuestras propias fiestas y celebraciones, pero la cultura estadounidense influyó muchísimo en Latinoamérica y, a pesar que aún no hizo desaparecer esos festejos, en Buenos Aires principalmente, la gente prefiere disfrazarse para Halloween que de gaucho para el 25 de mayo.* No. We have our own holidays and celebrations, but US culture has influenced a lot of Latin America and, despite the fact that these festivities, in Buenos Aires mainly, people prefer to dress up for Halloween rather than a gaucho for May 25th.
5. [Neutral] *En verdad, no tienen sentido más que una diversión importada, pero no me molesta que alguien organice una fiesta con esos motivos. No se puede interferir en lo que elige la gente.* In reality, it isn't much more than an imported diversion, but it doesn't bother me that some people celebrate with these motives. One person can't interfere with what the people choose.
6. [Neutral] *Creo que cada uno puede celebrar las fechas que quiera, pero al mismo tiempo creo que las fechas mencionadas no tienen una significación para nosotros como argentinos de la misma manera que el Día de San Patricio lo tiene para un irlandés.* I think that everyone can celebrate the dates that they want, but at the same time I think that the dates mentioned aren't significant for us as Argentines in the same way that Saint Patrick's Day is for the Irish.

5. Discussion

This research was guided by a series of research questions regarding the attitudes of Argentine students towards the English language and United States culture. The question, followed by a discussion are below.

1. *Will respondents with more experience with English (higher level of proficiency and/or years studied) result in a more positive view of how English affects the culture in Buenos Aires?*

There were only about five respondents who had what was considered a lower level of experience (having studied less than five years of English) and five of those who evaluated themselves as being five or less on the fluency scale. Because of this, it is difficult to discern if the results are an accurate representation of the population. However, it is interesting to note what these few respondents did think. When comparing the experienced and inexperienced respondents' answers to Q2 (Do you think English has an effect on the culture of Buenos Aires?), 88% of the inexperienced did think that English had an effect on Buenos Aires culture, while only 70% of the experienced speakers thought the same. When responding to Q3 (In general, what do you think of the linguistic borrowings from English in Spanish?) the inexperienced did not understand the question and therefore, the data from that question could not be used. The only other significant data point was concerning Q5 and Q6 where 20% of inexperienced speakers preferred to watch television shows dubbed into Spanish instead of being subtitled. Out of all respondents, only one person preferred dubbing for television and this person only had studied English for 2-4 years. However, other respondents who had only studied English for 2-4 years preferred subtitling. Therefore, it is unclear if this is indicative of a true

pattern representing that respondents with fewer years of experience in English are more likely to prefer dubbed versions of media.

2. *Will respondents be able to produce more traditional Spanish vocabulary for items that are commonly used in English such as online vs. en linea?*

This section of results was interesting because of the number of borrowings that are common in Buenos Aires and the responses from Q8 and Q9 support this question. Although there is evidence from Q8 that shows that respondents could think of Spanish equivalents for words that are popularly used in English, when posed with a sentence that used either an English word that was common in their dialect or the Spanish equivalent (Q9) the majority of respondents said that they would prefer to say the phrase with the English term. The only exception to this was in the example using “online” vs. “en linea” where respondents preferred to use the Spanish term “en linea” instead of the English “online.” When asked to list another word in Spanish for “online” only one respondent was unable to do so, as represented in Q8. The words for “internet” and “marketing” were also difficult for respondents to think of another Spanish equivalent for, even though the corresponding words “La Red” and “mercadotecnia” do exist in the Spanish language. Almost half of the respondents were unable to think of a Spanish equivalent for “internet” and 32% were unable to think of an equivalent for “marketing.” These two questions bring up an interesting point: although there are Spanish equivalents for these specific terms, the majority of respondents choose to use the English version. Additionally, there were a few respondents who were entirely unable to think of a Spanish equivalent for some of these English terms despite their being native Spanish speakers.

3. *How are Argentine students most commonly subjected to the English language?*

Based on the results from Q1, the majority of contact that students have with the English Language through Music (25.82%), Television (20.33%), and Movies (25.82%). This is not surprising considering the popularity of American music and movies in the city of Buenos Aires. Additionally, it is important to note the results from Q5 and Q6 that show all but one of the respondents prefer to watch movies and television in English with Spanish subtitles as opposed to having a dubbed version. This may be due to the consumers wishing for an authentic experience at the theater where they can hear the voices and music in its original form. Because the majority of popular movies come from the United States, being able to hear the voices of popular actors and actresses such as Emma Watson could add to the experience as a whole.

4. *What are university students' views on how knowing English will affect their futures?*

The results from this study follow closely with those of the data that the British Council gathered in 2015, as discussed above. Nearly every respondent answered that English could help them have more success at their job. Social life was also a top choice followed by Career and University. Responses from other open-ended questions such as Q2 show that many jobs and companies use or require at least a basic comprehension of English which explains why respondents think that knowing English could help them to have more success in their jobs. In fact, 27% of responses to Q2 mentioned the necessity for English in the workplace. One respondent even went as far to say that those who don't know English are excluded from a significant amount of social and job-related opportunities. This is not a surprising find, especially considering that the respondents are students from the largest city in Argentina. Knowing English is important for communication with tourists who frequent the city. If this attitude

towards English as a business or formal language continues, it is possible in the far future that a diglossia may form between bilingual Spanish and English speakers. Due to the huge presence of English in social media, a diglossia may even form there where bilingual speakers only use English for business or online social interactions, but continue to use Spanish at home or at school.

5. *Is there a positive correlation between what Argentine students think of English based on their opinion of United States culture?*

For this question, I concentrated on Q10 concerning United States holidays. Over 50% of respondents answered that they did think that these US holidays should be celebrated in Argentina. Four out of the eight people who said *No* also did not think that English had an influence in Argentine culture. Respondents who had less than 5 years of English instruction or who evaluated their fluency to be at a scale of 5 or less all responded *Yes*. Aside from these two points, there were no other obvious patterns that show a connection between how respondents feel about US culture and their experience with English.

6. *Do Argentine students have a negative, positive, or neutral view of the borrowings from English that are used in Argentine Spanish regularly?*

The answers to this question were very mixed, and I found it interesting to compare the answers of Q3 and Q7 in order to see if respondents had any contradicting responses. For example, one respondent said, in response to what he thought about English borrowings in Spanish, that although borrowings were not necessarily a bad thing, that there should be a Spanish equivalent. However, when asked if there should be a Spanish equivalent for new words created in English, the same respondent answered that they should remain in English. Another stated that the usage

of English borrowings impoverishes the Spanish language, but also stated that new words should remain in English. A third said that English borrowings were necessary for communication, but in the other questions said that the concept should be given a Spanish equivalent. For those that were not so contradictory, there was no clear majority that thought English borrowings were either good or bad. In fact, 7 out of the 18 responses were neutral saying that borrowings were neither good or bad, just useful for communication. Three respondents recognized that although a Spanish term would be best, there are multiple words in English that cannot translate into a Spanish word without losing the richness of its meaning. Others, however, thought very strongly that the use of English borrowings was unnecessary and only hurt the Spanish language. The overall opinions of respondents, however, were very mixed and no majority could be found to support one case or the other.

When considering the responses to these questions, it is important to remember that people do not often think or reflect on their own language usage. It is difficult for them to accurately portrait their personal usage or to evaluate what is a natural part of their language and what is not. The fact is, that some of the most common borrowings found in Argentine Spanish are so integrated into their dialect that it is difficult to identify them as being foreign. *El shopping*, for example, is fully integrated into the Argentine dialect. It is not that they prefer the word *shopping* in place of *centro comercial*, but rather is just the language that they grew up speaking. This may explain why some respondents say that they do not like English borrowings, but are more comfortable using them throughout their daily speech.

7. *How do Argentine students see English affecting their culture if at all?*

Q2 shows that the majority of respondents (73.47%) said that they see English having an influence on the culture in Buenos Aires. When asked to explain their reasoning, many made references to the fact that English is becoming a globalized language and that it is necessary for communication in popular culture and for acquiring a job. Other respondents mentioned that there is a large number of tourists in the city that also contributes to this change. One respondent even said that they believe that about 70% of the people in Buenos Aires know English and try to use it with foreigners while another respondent made a similar claim saying that they believed that the majority of people these days know English. From a cultural perspective, the results from Q10 on whether or not Argentina should celebrate holidays like Halloween or Valentine's day, the majority of respondents said yes or had a neutral opinion. There were eight respondents, however, who were very against this idea. One respondent who felt strongly about this matter said that these holidays were a representation of the aggressive commercial and consumerism from the US and that they did not want any of that to come to Argentina. There is a distinct difference here between English culture and United States culture, possibly due to the strong British influence throughout the country. For this reason, perhaps it would be better to compare attitudes towards British and American dialects specifically.

6. Conclusion

There is no doubt that English has an impact in Argentine culture, especially in the capital. The attitudes that Argentines have toward English are not as heavily researched as the linguistic presence and influence, but it is an important theme to note. Through this study, it has been shown that students have a fairly positive viewpoint towards English. The majority of their

experiences with the language, no matter their level of English competence, are present in the media and the internet, especially social media. The need for English in professional environments is growing and it is clear that respondents believe that their proficiency in English will increase their opportunities in the workplace. As for the borrowings present in the Argentine dialect, it appears that many are not concerned with the influence, but rather recognize the adoption of English words as the modernization of their native language. This study has shown that Argentines are aware that English has an influence over their culture, and that their opinion towards this influence is positive. Although some of the attitudes held by Argentine students studying at a university in Buenos Aires have been brought to light in this investigation, there is further need for more in-depth investigations on attitudes towards English as it continues to spread its influence across Latin America. For future investigations, it is crucial to develop a better understanding on how Argentines view the United States specifically and if they associate English influence as being from the United States or the United Kingdom. To develop this research even further, it would be interesting to open this investigation up to other generations of Argentines and compare the responses of older and younger residents, not just university students.

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Appendix A

Interview Questions (Spanish)

1. ¿Cuántos años tenes?
 2. ¿Cuál es tu género?
 3. ¿De dónde sos?
 4. ¿Por cuántos años has estudiado inglés?
 - a. 0-1
 - b. 2-4
 - c. 5 o más
 5. Evalúa tu nivel de inglés (1 = comprensivo básico, 10 = con fluidez)
 - a. 1 2 3 4 5 6 7 8 9 10
-
1. ¿Dónde o cuando tenes contacto con el idioma inglés en su vida diaria?
 - a. Música
 - b. Televisión
 - c. Películas
 - d. En la calle
 - e. En la escuela
 - f. En el trabajo
 - g. En casa
 - h. Otra _____
 2. ¿Crees que la lengua ingles tiene una influencia o impacto en la cultura de Buenos Aires? Explica.
 - a. Si
 - b. No
 3. ¿En general qué pensás de los préstamos de inglés en español? Explica.
 - a. Bien y necesario
 - b. Bien pero no necesario
 - c. Mal pero necesario
 - d. Mal y no necesario
 - e. Neutral
 4. ¿En cuales aspectos de tu vida crees que el saber de inglés puede ayudarte o tener más éxito?
 - a. Universidad
 - b. Trabajo
 - c. Carrera
 - d. Social
 - e. Otra _____
 5. ¿Qué preferís: películas extranjeras dobladas o con subtítulos?
 - a. Dobladas
 - b. Subtítulos
 6. ¿Qué preferís: programas de televisión extranjeros doblados o con subtítulos?
 - a. Doblados
 - b. Subtítulos

7. ¿Cuándo hay una palabra nueva en inglés que describe un concepto nuevo, piensas que se debería traducir en español o se debería usar la palabra en inglés?
8. Podes pensar en otra palabra en español para las siguientes palabras:
 - a. Delivery
 - b. Latte
 - c. Internet
 - d. Online
 - e. El ticket
 - f. Shorts
 - g. El marketing
9. ¿Cuáles de las frases que siguen preferís decir?
 - a. Estoy buscando información por la Red
 - i. Estoy buscando información por el Internet
 - b. Mi amiga estaba en línea hace un minuto. ¿Por qué no me respondió?
 - i. Mi amiga estaba online hace un minuto. ¿Por qué no me respondió?
 - c. La cajera me dio el ticket.
 - i. La cajera me dio el recibo.
 - d. Mi mejor amiga tiene una carrera en marketing.
 - i. Mi mejor amiga tiene una carrera en mercadotecnia.
 - e. Fui al shopping ayer para comprar algo
 - i. Fui al centro comercial ayer para comprar algo
10. Piensas que la Argentina se deberían celebrar fiestas de Halloween, Valentine's day, St. Patricks day, a pesar de que no pertenece a la cultura argentina? Explica.
11. Piensas que los letreros/negocios deberían estar en inglés o en español o los dos?
12. ¿Si tuvieras un negocio le pondrías un nombre en inglés o en español?
 - a. Depende
 - b. Ingles
 - c. Español

Appendix B

Interview Questions (English)

1. How old are you?
 2. What is your gender?
 3. Where are you from?
 4. For how many years have you studied English?
 - a. 0-1
 - b. 2-4
 - c. 5 or more
 5. Evaluate your level of English (1 = basic comprehension. 10 = fluent)
 - a. 1 2 3 4 5 6 7 8 9 10
-
1. Where or when do you have contact with the English language in your daily life?
 - a. Music
 - b. Television
 - c. Movies
 - d. In the street
 - e. At school
 - f. At work
 - g. At home
 - h. Other _____
 2. Do you believe that the English language has an influence or impact in the culture of Buenos Aires? Explain.
 - a. Yes
 - b. No
 3. In general, what do you think of English borrowings in Spanish? Explain.
 - a. Good and necessary
 - b. Good but unnecessary
 - c. Bad but necessary
 - d. Bad and unnecessary
 - e. Neutral
 4. In which aspects of your day do you think that the knowledge of English can help you have more success?
 - a. University
 - b. Job
 - c. Career
 - d. Social
 - e. Other _____
 5. What do you prefer: foreign movies that are dubbed or with subtitles?
 - a. Dubbed
 - b. Subtitled
 6. What do you prefer: foreign TV programs that are dubbed or with subtitles?
 - a. Dubbed
 - b. Subtitled

7. When there is a new word in English that describes a new concept, do you think that there should be a word translated into Spanish or should the English word be used?
8. Can you think of another word for the following words?
 - a. Delivery
 - b. Latte
 - c. Internet
 - d. Online
 - e. El ticket
 - f. Shorts
 - g. El marketing
9. Which of the following phrases do you prefer to say?
 - a. Estoy buscando información por la Red
 - i. Estoy buscando información por el Internet
 - b. Mi amiga estaba en línea hace un minuto. ¿Por qué no me respondió?
 - i. Mi amiga estaba online hace un minuto. ¿Por qué no me respondió?
 - c. La cajera me dio el ticket.
 - i. La cajera me dio el recibo.
 - d. Mi mejor amiga tiene una carrera en marketing.
 - i. Mi mejor amiga tiene una carrera en mercadotecnia.
 - e. Fui al shopping ayer para comprar algo
 - i. Fui al centro comercial ayer para comprar algo
10. Do you think that Argentina should celebrate holidays such as Halloween, St. Valentine's day, or St. Patrick's day even though they do not pertain to Argentine culture?
11. Do you think that signs/business titles should be in English or Spanish?
12. If you had your own business would you give it an English or Spanish name?
 - a. It depends
 - b. English
 - c. Spanish

Appendix C

Responses to Q2

*¿Crees que la lengua ingles tiene una influencia o impacto en la cultura de Buenos Aires?
Explica.*

<i>Creo que tiene un impacto a nivel cultural ya que hoy día muchas de las formas que utilizamos para expresarnos provienen de esta lengua</i>
<i>A través de ciertas expresiones, giros y términos calcados del inglés, si nos limitamos a la lengua propiamente dicha; y a través de ciertas referencias, prácticas y guiños culturales, si hablamos en un sentido más amplio.</i>
<i>Mi trabajo y muchas empresas en bs as son multiculturales y es necesario el idioma.</i>
<i>1) En grupos adolescentes (especialmente de zona norte de CABA y GBA) es frecuente la incorporación de vocablos en la jerga cotidiana; 2) En medios laborales y técnicos específicos o de uso más generalizado en lo relativo a internet y redes sociales</i>
<i>Está presente en muchos objetos y expresiones que usamos a diario: iPhone, netbook, gmail, sale, net banking, locker. Muchos avisos publicitarios aparecen en inglés.</i>
<i>El requerimiento básico de todo trabajo o empresa internacional es un conocimiento básico de ingles</i>
<i>En el marketing se usan palabras en ingles. en la vida cotidiana charlando con amigos sobre series en ese idioma. Ademas, hay muchas transferencias linguisticas.</i>
<i>Hay muchos extranjeros y para conseguir trabajo</i>
<i>Es un tema de influencia. Quienes no saben ingles quedan excluidos de montones de posibilidades, tanto laborales, como sociales</i>
<i>En la cultura a través de la música por ejemplo. La mayor difusión hace acercar más a la gente</i>
<i>Creo que el ingles genera una cultura y una sociedad más abierta al mundo, con un mayor conociendo de este y con más posibilidades de trabajo</i>
<i>Creo que la influencia cultural del ingles con la globalizacion ha avanzado profundamente en nuestro pais ya que el ingles se encuentra en todos lados y todas las personas tienen un conocimiento aunque sea básico de ingles.</i>
<i>La mayoría de las personas saben ingles hoy en dia</i>
<i>Cada vez se ve más cómo se usa el inglés: en publicidades, en programas de televisión, en las redes sociales... siempre hay alguna palabra o algún término en inglés, desde un hashtag hasta unos híbridos del estilo del Spanglish, especialmente en Twitter. Además, me atrevería a decir que el 70% de las personas en Buenos Aires saben inglés y tratan de usarlo con extranjeros.</i>
<i>Creo que actualmente con el internet y la globalización, el inglés tiene mucha influencia en nuestra cultura, ya que siempre estamos expuestos a este idioma ya sea en internet, con las películas, las series de la televisión, hasta estamos expuestos a la cultura estadounidense con cadenas que están adquiriendo mucha importancia acá como Starbucks. Creo que muchos jovenes usan muchas expresiones que provienen del ingles. Esto ocurre por medio de las redes sociales y las nuevas tecnologías</i>
<i>Considero que muchas de las expresiones que usamos en la actualidad son palabras inglesas que nosotros "argentinizamos", como "googlear", "whatsappear", "downloadear", entre otras</i>

<i>tantas más. En lo personal, yo utilizo varias frases del idioma inglés cuando hablo informalmente con mis amigas.</i>
<i>En la vida cotidiana. Publicidades, la television, dispositivos electronicos.</i>
<i>Muchas de las cosas de nuestra vida diaria son en ingles o basadas en cosas inglesas/estadounidenses por ejemplo series</i>
<i>Hay muchos turistas</i>
<i>Principalmente por medio de las series que hoy en dia estan muy de moda. Tambien por medio de la musica y las bandas</i>
<i>A través de películas, series</i>
<i>Hay palabras en nuestro país que son en inglés</i>
<i>Creo que tiene influencia porque todo lo que generalmente vemos o escuchamos esta en inglés</i>
<i>Hay veces que uno dice palabras en ingles en la vida diaria aunque este teniendo una conversación en castellano. Es muy influyente en el dia a dia</i>
<i>Tiene una influencia para que haya diversidad de idiomas en nuestro país</i>
<i>Ayuda a que los argentinos puedan entenderse con otros (a traves del habla del lenguaje)</i>

Appendix D

Comparative responses to Q7 and Q3

¿En general qué pensás de los préstamos lingüísticos de inglés en español?	¿Cuándo hay una palabra nueva en inglés que describe un concepto nuevo, pensás que se debería traducir en español o se debería usar la palabra en inglés?
<i>No tengo nada que objetar, no me parecen ni malos ni buenos, en mi caso simplemente los uso y punto Neutral</i>	<i>Inglés</i>
<i>No me parece que este mal el uso de préstamos lingüísticos, pero siento que se podría encontrar un "sinónimo" o una palabra con el mismo significado en castellano. Spanish</i>	<i>Inglés</i>
<i>El español es un idioma muchísimo más rico en cantidad de vocablos que el inglés, no es por falta de terminología específica que se adopten palabras de este último Neutral</i>	<i>Español</i>
<i>Algunos se utilizan para cubrir un "vacío" de un concepto en inglés que en español no se puede expresar, pero muchas veces se abusa innecesariamente de los préstamos y se termina hablando en un "espanglish" que no respeta ninguna lengua. Spanish</i>	<i>Español</i>
<i>En general, a nadie le molesta que se incluya un término en inglés, pero depende del grupo de edad. Suelen ser los más jóvenes los que se adaptan. Neutral</i>	<i>Lo ideal es que haya una opción en español. A veces la velocidad con que se comercializa un producto, o que se comenta una idea hace que se use el término en inglés, pero debería haber un momento para traducirlo. No todos los habitantes hablan o pronuncian inglés.</i>
<i>En la gran mayoría de los casos, no creo que sean necesarios. Aunque pueden ser útiles en algunos terminos particulares. Neutral</i>	<i>A veces no hace falta traducir cuando esas palabras son aceptadas a nivel global. Por ejemplo: internet, wi-fi.</i>
<i>Hay definiciones de palabras en ingles que simplemente no pueden traducirse al español, o son mas simples de esa forma. La mayoría de ellas son "españolizadas" y se "filtran" en nuestro vocabulario, eso sí me parece bien. Por ejemplo "el shopping (pronunciado shopin). Lo que no me gusta es utilizar palabras en ingles cuando ya existe la palabra en castellano, por ejemplo cuando escriben menús de comida y bebidas en inglés, o venden remeras o cosas de decoración con frases en</i>	<i>Si el "creador" del concepto y palabra nueva habla inglés, y es muy específico, el término debería ser dejado en ingles. Por ejemplo "mansplaining" no hay una palabra en español equivalente que podría ser traducida a, ya que es un juego de palabras característico de la lengua inglesa. El término "selfie" por ejemplo, aunque con poco éxito, pudo ser traducido a "auto-foto"</i>

<i>ingles y escriben "on sale". Eso me parece mal y completamente innecesario. Spanish</i>	
<i>Hay palabras, en todos los idiomas, que son intraducibles, y que en el intento por traducirlas, difiere su significado. Por lo que creo que es necesario English</i>	<i>Inglés</i>
<i>Ya existen palabras en el castellano que aplican para describir determinadas características. La palabra "light" en vez de dietético y otros ejemplos demuestran la corrosión del idioma castellano y la absorción del idioma por otro que no es el nuestro. Spanish</i>	<i>A veces sirve la traducción pero otras veces la traducción hace que se pierda el sentido y por ende la semántica de lo que se quiere entender. Hay cosas que solo significan algo en el idioma original.e</i>
<i>Es fundamental para la riqueza cultural de las personas realizar estos préstamos lingüísticos English</i>	<i>No debemos perder la esencia de nuestra lengua al intentar combinarla con otras</i>
<i>Los préstamos lingüísticos en realidad no son necesarios cuando existe la palabra en español. Por ejemplo, usamos hashtag antes que "numeral", que es la palabra en español. Sin embargo, hashtag está más difundido. Si la palabra en inglés no tiene equivalente en español, ahí, personalmente, lo aceptaría. De todas maneras, yo utilizo préstamos todo el tiempo. Neutral</i>	<i>Inglés</i>
<i>Pienso que como dije anteriormente, con el internet y la globalización, se puso de moda algunos términos en inglés y no es ni bueno ni malo, es Neutral Porque esto ayuda a poder entender culturas diferentes.</i>	<i>Inglés</i>
<i>Porque esto ayuda a poder entender culturas diferentes. English</i>	<i>Porque hay palabras que pueden significar lo mismo en español, pero de no haber una, se tiene que usar el término en inglés</i>
<i>Me parece bien y necesario porque muchas veces lo que queremos decir no tiene una traducción al español, tal como sucede con la palabra "googlear". Si bien podríamos usar la palabra "buscar", creo que no significaría exactamente lo mismo. English</i>	<i>Inglés</i>
<i>Es necesario para estar conectado con el mundo English</i>	<i>Inglés</i>

<i>No se si son necesarios pero no me parece que este mal</i> Neutral	<i>Si es una palabra muy compleja o muy cientifica creo que deberia traducirse en cada idioma</i>
<i>Empobrecen la lengua castellana</i> Spanish	<i>Inglés</i>
<i>Creo que es necesario para comunicarse</i> English	<i>Se deberia buscar un concepto</i>

Appendix E

Responses to Q10

¿Pensas que la Argentina se deberían celebrar fiestas de Halloween, Día de San Valentín y Día de San Patricio, a pesar de que no pertenece a la cultura argentina?

Answered "Yes" (Total: 20)

<i>Si porque habla de la habilidad intercultural de la ciudad</i>
<i>Si, celebrar fiestas extranjeras es enriquecedor en términos culturales y sociales.</i>
<i>Si, son fiestas Que se festejan en varios lugares no solo aca</i>
<i>Por qué no? Todo lo que amplie la cultura es bueno. Argentina adoptó a lo largo de su historia muchas tradiciones extranjeras, que hoy son vistas como propias.</i>
<i>Si, pero como nosotros celebramos fiestas extranjeras. Los extranjeros deberían festejar nuestras fiestas.</i>
<i>Si la gente se siente cómoda con eso, no puedo ver porqué no. De hecho, mucha gente acostumbra a celebrar San Valentín en Argentina con su pareja y pasan un día agradable.</i>
<i>Creo que si se deben para la gente que lo desee hacer, nos cambiarte en un mundo más cosmopolita y con mayor conocimiento, que siempre es bueno.</i>
<i>Si, me parecen muy entretenidas</i>
<i>Estaría bueno tener fechas multiculturales ya que pasaron a ser iconicas para los milleniaks</i>
<i>Yo creo que sí, que no tiene nada de malo como piensan algunas personas porque es divertido y aparte nos acerca a otras culturas.</i>
<i>Si, porque son formas de entender otra cultura.</i>
<i>SI. Creo que al haber distintas culturas conviviendo en un país deberíamos ser capaces de celebrar fiestas que no sean autoctonas</i>
<i>Si, porque nuestra cultura tiene mucha influencia extranjera. Por ejemplo, en todos los programas para niños se celebran entonces el niño mo entenderia porque aca no</i>
<i>Si, todo es motivo de celebración</i>
<i>Si. En muchos países se festejan sin que pertenezcan a su cultura</i>
<i>Si, son divertidas</i>
<i>Si, porque son divertidas</i>
<i>Si, de hecho se hace. Porque la argentina es un país de diversas culturas</i>

Answered "No" (Total: 8)

<i>Fuck no.</i>
<i>Acá en Argentina se quiere festejar esas fiestas por una cuestión comercial (igual que en Estados Unidos). Ni en Estados Unidos reconocen los valores culturales reales de estas fiestas y solo las utilizan para vender, lo cual forma parte de la gran cultura estadounidense, agresivamente consumista. Yo no quiero eso en Argentina. Suficiente influencia norteamericana en ese sentido, con la que ya tenemos hoy en día me basta y sobra.</i>
<i>No, ya que la cultura de esas fiestas no está tan asentada en Argentina. Me parece que no tiene sentido festejar algo que no comparte con nuestra patria. Es como si en Estados Unidos festejaran el día de la bandera el 20 de junio.</i>
<i>No, pero porque representan la excusa para gastar dinero en vez de simplemente gastarlo en pro de un buen gesto o una necesidad.</i>

No. Tenemos nuestras propias fiestas y celebraciones, pero la cultura estadounidense influyó muchísimo en Latinoamérica y, a pesar que aún no hizo desaparecer esos festejos, en Buenos Aires principalmente, la gente prefiere disfrazarse para Halloween que de gaucho para el 25 de mayo.
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No, no son tradicionales de aca

No, no me parece importante en el país
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No. No pertenecen a nuestra cultura

No. Me parece innecesario

Answered neutrally (Total: 6)

<i>Ni sí ni no, son un evento puramente comercial con epicentro en los shoppings.</i>

<i>En verdad, no tienen sentido más que una diversión importada, pero no me molesta que alguien organice una fiesta con esos motivos. No se puede interferir en lo que elige la gente.</i>
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<i>Puede ser beneficioso para los comercios.</i>
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<i>No tiene nada de malo, pero que no perjudique a las costumbres propias de la Argentina</i>

<i>No hay problema con que se festejen pero creo que todavía no tienen grande impacto cultural en nuestro país dichas festividades</i>
--

<i>Creo que cada uno puede celebrar las fechas que quiera, pero al mismo tiempo creo que las fechas mencionadas no tienen una significación para nosotros como argentinos de la misma manera que el Día de San Patricio lo tiene para un irlandés.</i>
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IRB Approval

Please note that Ball State University IRB has taken the following action on IRBNet:

Project Title: [1070545-1] Inglés en la Cultura de Buenos Aires (English in the Culture of Buenos Aires)

Principal Investigator: Ashley Johnson

Submission Type: New Project

Date Submitted: May 29, 2017

Action: EXEMPT

Effective Date: May 31, 2017

Review Type: Exempt Review

Should you have any questions you may contact John Mulcahy at jmulcahy@bsu.edu.

Thank you,

The IRBNet Support Team

www.irbnet.org